



SCHOOL ORGANIZATIONAL
— S O L U T I O N S —
A DIVISION OF SYNERGISTIC TRANSFORMATIONS, INC.

Evaluation of the Indianapolis Mayor Sponsored Charter Schools

Indianapolis Lighthouse Charter School East
Fourth Year Site Visit
12/12/2018

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Indianapolis Lighthouse East

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL EAST

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The Indianapolis Mayor's Office Fourth Year Charter Review is designed to assess the extent to which a school is meeting the standards for renewal during the fourth year of its charter term. The Fourth-Year Review Protocol is based on the Mayor's Performance Framework, which is used to determine a school's success relative to a common set of indicators, as well as to school-based goals.

Consistent with the Indianapolis Mayor's Office Performance Framework, the following core question and sub-questions are examined to determine a school's success:

1. *Is the school providing the appropriate conditions for success?*

- 4.1. *Does the school have a high-quality curriculum and supporting materials for each grade?*
- 4.2. *Are the teaching processes (pedagogies) consistent with the school's mission?*
- 4.3. *For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?*
- 4.4. *Does the school effectively use learning standards and assessments to inform and improve instruction?*
- 4.5. *Has the school developed adequate human resource systems and deployed its staff effectively?*
- 4.6. *Is the school's mission clearly understood by all stakeholders?*
- 4.7. *Is the school climate conducive to student and staff success?*
- 4.8. *Is ongoing communication with students and parents clear and helpful?*
- 4.9. *Is the school fulfilling its legal obligations related to access and services to students with special needs?*
- 4.10. *Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?*

COMPLETION OF THE FOURTH -YEAR CHARTER REVIEW

In compliance with the Mayor's Office Accountability framework, Indianapolis Lighthouse Charter School East engaged School Organizational Solutions (SOS) to conduct the site visit in their fourth year of operation. The purpose is to present the school and the Mayor's Office a professional judgment on conditions and practices at the school, which are best provided through an external perspective. The Fourth-Year Charter Review site visit uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with any number of stakeholders.

Findings provided by the site visit team can be used to celebrate what the school is doing well and prioritize its areas for improvement in preparation for renewal. It is the task of the site visit team to report on the following pre-identified aspects of the Performance Framework and to assist the Mayor's Office in its completion of the Fourth -Year Charter Review Protocol: ***Core Question 4 and all of its sub-questions (4.1-4.10).***

Responses to Core Question 1 and all of its sub-questions (1.1-1.4), Core Question 2 and all of its sub-questions 2.1, 2.2 and 2.4 and Core Question 3 and all of its sub-questions (3.1-3.3), will be completed by the Mayor's Office.

The outcome of the Fourth-Year Charter Review will provide the school with a written report that includes a judgment and supporting evidence on various aspects of the school, based on a rubric of indicators developed for the core question number four and its sub-questions as outlined in the Performance Framework above. The assessment system utilizes the following judgments:

Does not meet standard

Approaching standard

Meets standard

Introduction

On December 12, 2018, four site team members conducted the 2018 Fourth Year Charter Review of Indianapolis Lighthouse Charter School East.

Indianapolis Lighthouse Charter School East is a college preparatory school serving students from 7th through 12th grade primarily from the eastside of Indianapolis. It is in its fourth year of operation as a Mayor's charter school in Indianapolis, Indiana.

The school is part of a network of Lighthouse Academies charter schools reportedly serving approximately 6,000 students and families nationwide. It is one of two schools organized by the educational maintenance organization (EMO) in Indianapolis.

All Lighthouse Academies nationwide share a common vision and mission, described on their website as the following:

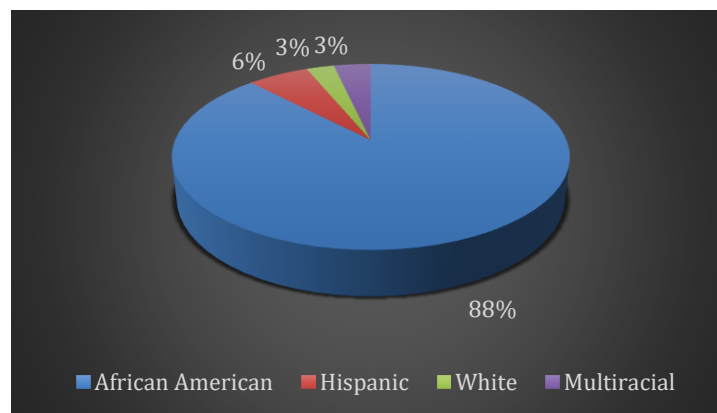
Mission

We prepare our students for college through a rigorous arts-infused program.

Vision

All students will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. The impact of our collective efforts will fundamentally change public education.

The school opened as a replication of the flagship Indianapolis Lighthouse Charter School South in the fall of 2015. According to the charter application, Indianapolis Lighthouse Charter School East projected to be at capacity this school year with 600 students ranging from grades 7th through 12th grades. At the time of the site visit the school reported enrollment of 338. The chart below illustrates the ethnic background of students enrolled at Indianapolis Lighthouse Charter School East at the time of the site visit.



The school is divided into two sections, with separate middle school and high school principals, who share equal responsibility for the day-to-day operations. Each division also has a separate Dean of Culture who provides social, emotional, and behavioral supports for the students. Indianapolis Lighthouse Charter School East also has an assistant principal with a sub-title of Director of Teacher Leadership.

Academically, the school has performed relatively well in accordance with the Indiana A-F

ratings, having received A ratings in the first two years of operation and a B grade last year, based on the Indiana growth model. This school year, the school is slated to have its first graduation class, with 34 of the 37 students projected to earn a minimum Indiana Core 40 diploma. Some students at Indianapolis Lighthouse Charter School East also receive college credit through a partnership with Ivy Tech State College and IUPUI.

An important consideration is the reality that a relatively high number of fatalities, including students or individuals related to the school, has impacted the student body this year. At least four students from the school have died tragically within the past 12 months. On the day of the site visit, students and staff were wearing a shirt depicting the name of a student who was tragically killed in an accident while chasing his bus, yards away from the school earlier this year. The accident was witnessed by several students. The student was a former basketball player and was scheduled to graduate at the end of this school year. The basketball game on the night of the site visit was being dedicated to the student's memory and the parents were launching a scholarship at that event. The school leaders are planning to award a posthumous diploma to the student.

Maintaining a stable environment due to significant staff turnover is another factor that has significantly impacted the school this year. At the time of the site visit, the school had six vacancies, including the Director of College and Career Advising (DCCA), whose role is critical for implementing many important dynamics of the school as students matriculate toward graduation. Teachers and students estimate the school has lost more than 12 different teachers this semester alone. Furthermore, a high number (75%) of teachers are not licensed or deployed in the areas in which they were certified to teach. This instability, undoubtedly, impacts the overall experience of teaching and learning in the building. The new DCCA is expected to begin at the school on December 17 and the network has a hiring event on the South Campus this December in hopes of filling key positions.

This report represents an evaluation about performance in each of the standards and indicators that are the responsibility of School Organizational Solutions to evaluate for this particular school. These indicators: 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, and 4.10 are outlined in the Mayor's Performance Framework.

The School Organizational Site team engaged in a number of evidence-gathering activities. The focus of this site visit was to gauge perceptions of key stakeholders at the school in relation to the areas of the performance framework that are part of this evaluation. The team conducted focus group discussions with students, teachers, parents, special education teachers, parents, students, ELL teachers, parents, students, and school administrators. As part of the evaluation process, site team members spent a day observing all classrooms and teachers prior to the site visit. In addition, a site team member with extensive special education experience spent a day reviewing special education files and ELL files prior to the site visit.

SUMMARY OF FINDINGS

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL EAST

<i>Core Question 4: Is the school providing the appropriate conditions for success?</i>	<i>FINDING</i>
<i>4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</i>	Approaching Standard
<i>4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Approaching Standard
<i>4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?</i>	Does Not Meet Standard
<i>4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</i>	Meets Standard
<i>4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</i>	Does Not Meet Standard
<i>4.6. Is the school's mission clearly understood by all stakeholders?</i>	Approaching Standard
<i>4.7. Is the school climate conducive to student and staff success?</i>	Approaching Standard
<i>4.8. Is ongoing communication with students and parents clear and helpful?</i>	Meets Standard
<i>4.9 Is the school fulfilling its legal obligations related to access and services to students with special needs?</i>	Does Not Meet Standard
<i>4.10 Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?</i>	Meets Standard

4.1 Does the school have a high-quality curriculum and supporting materials for each grade?

Overall Judgment:
Standard: <i>Does Indianapolis Lighthouse East have a high-quality curriculum and supporting materials for each grade?</i>
APPROACHING STANDARD

Summary and Overall Judgment:

Evidence gathered from focus group interviews with school leaders, teachers, students, and parents, as well as a thorough review of school documents and data collected from classroom observations, led the site team to adjudge Standard 4.1 as

Approaching Standard.

School leaders reported, and curriculum documents confirmed, that Indianapolis Lighthouse Charter School-East uses Engage New York as a foundation for its ELA and Math curriculum, which is aligned with Common Core standards. The assistant principal said he had made comparisons between Engage New York and the Indiana State Standards and built a curriculum map that is housed online in a shared Google docs file that adjusts the Engage New York curriculum to align with Indiana state standards. Site team members were able to view the ELA online curriculum to confirm it was aligned with Indiana state standards.

School leaders and teachers said curriculum is reviewed, including scope and sequence, on an ongoing basis and that classroom teachers have the ability to modify and adjust the curriculum and scope and sequence, as needed, to reteach standards not mastered and to ensure that power standards are presented in time for testing.

According to school leaders, data dives are conducted following the NWEA test by teams of teachers and school leaders in order to analyze data and determine which standards have not been mastered.

The site team was concerned that the online curriculum showed no evidence of a vertical or horizontal sequence or alignment of topics across grade levels and content areas. Stakeholders at the school offered no consistent explanation regarding how the school ensures curricular alignment. For instance, while some teachers had no knowledge of what vertical and horizontal alignment of standards meant, the school leaders explained that they analyze the data from the NWEA in interdisciplinary teams, grouping STEM teachers, foreign language teachers, etc. to review the data and modify scope and sequence of core learning objectives, in response to the data, if necessary. This process may provide for some horizontal alignment of topics across grade levels and content areas, but the site team recommends that ILCS-East establish more formal processes for providing vertical and horizontal alignment of its curriculum.

The high school at ILCS-East is currently lacking permanent teachers in five critical areas, including two AP courses. Students and teachers reported that the school has lost approximately

12 teachers already this year. While the school has filled some of those positions, there are at least five subs who work for Kelly Services, a staffing agency, teaching critical subjects to students. High school students told site team members that they only had two “real teachers” and the rest were just facilitators.

The teachers who have been hired since school opened all said they had not received any training in using the school’s curriculum and have just “had to figure it out” on their own. School leaders also confirmed that they are not able to train the Kelly Services subs to utilize the curriculum resources because they are only on school premises from the time their classes begin to the time they end, allowing no time for training. With this high turnover of staff, the school has not taken any initiative in orienting new staff or temporary substitutes to the curriculum to ensure that they understand it in order to effectively deliver instruction.

Therefore, the site team adjudged that ILCS-East did not meet indicator *e) Does the staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction?* Consequently, the judgement for Standard 4.1 is **Approaching Standard**.

As the school hires new staff, School Organizational Solutions site team members strongly recommend that the school leaders have processes in place to successfully train and instruct the new teachers in how to effectively use the school’s curriculum. Also, they need to hire teachers for the five critical core subjects currently being taught by Kelly substitute teachers, as quickly as possible in order to be able to train and instruct the teachers in how to effectively deliver the curriculum.

Indicator	Evaluation
<i>a) Does the curriculum align with state standards?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> ✚ During a review of evidence, site team members saw documents supporting the claim that Indianapolis Lighthouse Charter School East develops and posts standards-driven curriculum maps to a shared Google docs file. ✚ School leaders and teachers reported that ILCS-East uses Engage New York as a foundation for its ELA and Math curriculum. Engage New York is aligned with common core standards but the school leader said he had made comparisons between Engage New York and the Indiana State Standards and built a curriculum map that adjusted the Engage New York curriculum to align with Indiana State Standards. ✚ Site team members were able to view the ELA online curriculum showing that it is based on Indiana State Standards. Areas of Improvement: None Noted	

Indicator	Evaluation
<i>b) Does the school conduct systematic reviews of its curriculum to identify gaps based on student performance?</i>	<u>Yes</u>
Evidence	

Strengths: <ul style="list-style-type: none"> School leaders told site team members that Indianapolis Lighthouse Charter School-East teachers have the ability to review and modify curriculum as needed. Classroom teachers reported that, depending on data collected from classroom assessments, they make changes to the curriculum or re-teach standards as needed. Areas of Improvement: None Noted	
Indicator	Evaluation
<i>C) Does the school regularly review its scope and sequences to ensure presentation of content in time for testing?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The Assistant Principal told site team members that the school conducts data dives following the NWEA assessment. Teams of teachers and administrators analyze the data to determine which standards have not been mastered. According to the school leaders, scope and sequence is adjusted by the teachers to ensure the power standards are taught in time for the state assessment. Areas of Improvement: None Noted	

Indicator	Evaluation
<i>d) Does the school have a sequence of topics across grade levels and content areas that focuses on core learning objectives?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Site team members did not see evidence of a sequence of topics across grade levels and content areas in the online curriculum, however school, leaders said that they analyze the data from the NWEA in interdisciplinary teams, grouping STEM teachers, foreign language teachers, etc. to review the data and modify scope and sequence of core learning objectives, in response to the data, if necessary. Areas of Improvement: <ul style="list-style-type: none"> The online curriculum showed no evidence of a vertical or horizontal sequence or alignment of topics across grade levels and content areas. The school should be intentional in providing this resource to teachers in order to ensure complete coverage of standards. 	

Indicator	Evaluation
<i>e) Does the staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction?</i>	<u>No</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The middle school teachers said they created their own curriculum intentionally and were satisfied with the process. Areas of Improvement: <ul style="list-style-type: none"> The school has had a high turnover of teachers and currently has at least five Kelly Services substitute teachers teaching critical subject areas, including two AP courses. The teachers hired since the beginning of school, as well as the Kelly Temp teachers, have had no training or onboarding in using the school's curriculum. ILCS-East needs to establish a systematic orientation and training for new hires to insure they understand how to effectively deliver the curriculum. They should also hire teachers to fill the critical core subject and AP position as soon as possible to ensure that curriculum is being delivered effectively. 	

Indicator	Evaluation
<i>f) Does the staff have the materials to effectively deliver the curriculum?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Teachers reported and the site team confirmed that they had the materials to effectively deliver the curriculum. Areas of Improvement: None Noted	

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?

Overall Judgment:
Standard: <i>Are the teaching processes (pedagogies) consistent with the Indianapolis Lighthouse East 's mission?</i>
APPROACHING STANDARD

Summary and Overall Judgment:

On November 27, 2018, two site team members conducted classroom observations at Indianapolis Lighthouse Charter School East. In total, site team members observed 187 students and 14 classroom teachers, with each observation lasting approximately 24 minutes. The findings from these classroom observations, plus evidence provided by the school and through focus group interviews, served as the basis for determining that Indianapolis Lighthouse Charter School-East was adjudged to be **Approaching Standard 4.2**.

Classroom observers reported that 77% of all classrooms observed were teaching lessons explicitly based on state standards. In addition, observers noted that lesson plans were posted outside of classrooms and were focused on core learning objectives. Observations showed that 85% of all classes observed focused on core learning objectives that were aligned with Indiana state standards. It was noted, however, that only 54% of the classrooms posted state standards in the classroom.

Students were engaged in a variety of instructional activities being implemented by teachers, with scaffolding, formative feedback and questioning observed in 62% of the classrooms. Technology was being utilized in 85% of the classrooms observed and other noteworthy strategies included: lecture, teacher modelling or demonstration, guided note taking, student modeling and demonstration, debate, guided reading, learning centers, learning ladders, and project based learning activities.

Middle school teachers described using Kahn Academy to individualize and differentiate learning in middle school Math. Teachers showed site team members NWEA data proving that student levels in math proficiency had increased and a majority of the students showed academic growth after using Kahn Academy. Overall though, site team members observed differentiation of content and/or process, in only 8% of the classrooms. Considering the wide gap in student ability at ILCS- East, the school should consider professional development focused on differentiation.

During focus group interviews the assistant principal said he and the school leaders conducted routine informal classroom observations to inspire continual improvement in the quality of instruction at ILCS-East. He showed site team members an observation feedback form that he created and that was used by administrators at ILCS-East to give feedback and to document informal observations of classroom teachers. Teachers confirmed that there were informal observations conducted by the school leadership team, but some teachers said they had not received any feedback from the observations. The leadership team should insure that, following

an observation, feedback is consistently given to teachers in an expedient manner.

Classroom observers noted that lessons were appropriately paced with classroom observers documenting this in 12 of the 13 (92%) classrooms, but overall the site team found that the delivery of content and instruction lacked the appropriate rigor and challenge in a majority of the classrooms at ILCS- East. Site team members recorded only 38% of the classes observed based lessons on challenging content, and rigor (Depth of Knowledge, high level of Bloom’s taxonomy scale) was observed in only 23% of the classrooms. In fact, learning experiences observed were primarily at the lower levels of the Bloom’s Taxonomy scale including Remember/Understand (54%), Apply/Perform (38%), and Analyze/Evaluate at only (5%).

Because the promise of rigor is a critical component of the school’s mission, the site team adjudged ILCS-East as not meeting indicator *c) Does the pace of instruction/lessons and content delivery possess the appropriate rigor and challenge?* Thus, Standard 4.2 was determined to be an **Approaching Standard**.

Indicator	Evaluation
<i>a) Is the curriculum implemented in the majority of classrooms according to its design?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> During classroom observations, site team members observed that 77% of the lessons were explicitly based on state standards. Observers noted that lesson plans were posted outside of the classrooms and were focused on core learning objectives. Teachers reported that they were required to annotate lesson plans with higher order thinking questions, additional activities, if needed, and they are required to post lesson plans daily. Teachers said they were required to create their own curriculum maps and upload them onto the online curriculum. Areas of Improvement: None Noted	
Indicator	Evaluation
<i>b) As delivered, is instruction focused on core learning objectives?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> During classroom observations, 85% of all classes were observed teaching explicit learning objectives and 77% of the lessons were explicitly based on state standards. Areas of Improvement: <ul style="list-style-type: none"> Even though it is considered a best practice, site team members, during classroom observations, noted that state standards were only posted in 54% of the classrooms. 	
Indicator	Evaluation
<i>c) Does the pace of instruction/lessons and content delivery possess the appropriate rigor and challenge?</i>	<u>No</u>
Evidence	

Strengths: <ul style="list-style-type: none"> Classroom observers recorded that lessons were appropriately paced with the classroom observers documenting this in 12 of the 13 (92%) classrooms observed. Observers documented 69% of the classrooms using critical vocabulary. Areas of Improvement: <ul style="list-style-type: none"> Learning experiences observed were primarily at the lower levels of Bloom's Taxonomy including Remember/Understand (54%), Apply/Perform (38%), and Analyze/Evaluate at only (5%) Site team members recorded only 38% of the classes observed based lessons on challenging content. Rigor (Depth of Knowledge, high level of Bloom's taxonomy scale) was observed in only 23% of the classrooms observed. The site team observed teaching processes that were consistent with the school's mission of preparing students for college in only 54% of the classrooms. 	
Indicator	Evaluation
d) <i>Do the instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> A variety of instructional strategies were being implemented by teachers with scaffolding, formative feedback, and questioning leading the way, having been observed in 62% of the classrooms observed. Technology was employed in 85% of the lessons observed. Other noteworthy strategies included: lecture, teacher modelling or demonstration, debate, learning centers, and meta-cognitive guidance. Teachers reported that they are using Kahn Academy to individualize and differentiate learning in middle school math. Areas of Improvement: <ul style="list-style-type: none"> Overall, site team members observed differentiation of content and/or process, in only 8% of the classrooms. Considering the wide gap in student ability at ILCS- East, the school should consider professional development on differentiation. 	
Indicator	Evaluation
e) <i>Does the school supply sufficient feedback to staff on instructional practices?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> During focus group interviews the assistant principal said he and the school leaders conducted routine informal classroom observations to inspire continual improvement in the quality of instruction at ILCS- East. Site team members observed an observation feedback form that is used by school leaders to provide feedback and to document informal observations of classroom teachers at ILCS- East. Teachers confirmed that there were informal observations conducted by the school leadership team, although some teachers said that they had not received any feedback from the observations. Areas of Improvement: <ul style="list-style-type: none"> Administrators should give feedback in a timely manner following a classroom observation. 	

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?

Overall Judgment:
Standard: <i>For secondary students, does Indianapolis Lighthouse Charter School East provide sufficient guidance on and support preparation for post-secondary options?</i>
DOES NOT MEET STANDARD

Summary and Overall Judgment:

Evidence gathered from focus group interviews with school leaders, teachers,

students, and parents, as well as a thorough review of school documents and data collected from classroom observations, led the site team to adjudge Standard 4.3 as **Does Not Meet Standard.** This adjudication is based on a deficiency with indicators a) *Does the school have challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities?* and indicator c) *Does the school have sufficient material resources and personnel guidance available to inform students of post-secondary options?*

Indianapolis Lighthouse Charter School East anticipates graduating their first class of seniors in the spring of 2019. The school provides a Core 40 curriculum and select students are able to avail themselves of college credit opportunities through partnerships with IVY Tech and IUPUI. ILCS-East has documented audits of senior transcripts to determine and provide intervention to students who need credit recovery class and/or focused instruction for passing state standardized assessments. However, the school is coping with a serious lack of capacity due to teacher turnover, with several high school teachers leaving in the first semester of this year. High school students do not have permanent teachers in biology, chemistry, World History, US History and Spanish. Teachers in focus groups expressed concern about the number of substitute (guest) teachers hired to teach high school students in diploma track courses.

Moreover, although Indianapolis Lighthouse East offers AP classes in U.S. History & Language Arts, both of the AP teachers have left the school and the vacancies were still open at the time of the site visit. Students in focus groups expressed a general concern regarding the lack of rigor within high school classes. Students stated that teachers seemed more like facilitators than teachers and that they were primarily “teaching themselves.” Although students understood the intent of the school’s mission of college attendance, many felt that it was “not a reality at this time.” Parents also reported concern that their students were not challenged in courses at Indianapolis Lighthouse East and that the school was not providing academic content equivalent to other high schools in Indianapolis.

During site team observations of ten high school classrooms, rigorous content was observed in one class and instruction was at the lower levels of Bloom’s Taxonomy in all of the high school classrooms. The lack of a permanent teaching staff has undoubtedly contributed to a lack of rigor in course presentation. The Lighthouse organization is aware of the need to find and retain high quality teachers and intends to hold a hiring fair in the near future. Due to a dearth in instructional staff, the school was found deficient in its ability to offer challenging coursework to students at the time of the site visit.

The second and related deficiency stemmed from the availability of resources and personnel guidance to inform students of post-secondary options. Indianapolis Lighthouse Charter School East provides all students with an advisory class as a part of their curriculum. This is a hallmark and critically unique part of the school’s experience. The Director of College and Career Advising (DCCA), a network level employee with a permanent position at the school, is integral to connecting students to college information and opportunities and is also responsible for coordinating the advisories. Furthermore, the DCCA is tasked with developing curriculum for

student advisory classes, providing College Go Days monthly (students research colleges and take virtual tours of colleges & universities), keeping students apprised of the information they need to prepare for post-secondary options and completing college preparation activities. Unfortunately, the Director of College and Career Advising (DCCA) left ILCS-East in October of 2018 and the position has remained vacant for the past two months. The Assistant Principal has assumed as many of the DCCA duties as possible. Documentation shows that transcript audits have been completed with detailed information on credits needed for graduation and planning for accelerated remediation for standardized assessments or credit recovery work. However, overall lack of capacity has led school leaders to consider cuts in advisory class offerings for freshmen and sophomores. School leaders look forward to the new Director of College and Career Advising who is expected to fill this position on December 17, 2018. Critical staff shortages that impact the delivery of challenging coursework and postsecondary guidance were the primary determinants the school **does not meet** this standard.

Indicator	Evaluation
<i>a) Does the school have challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities?</i>	<u>No</u>
Evidence	
<p>Strengths:</p> <ul style="list-style-type: none"> ✚ ILCS-East provides college credit opportunity with Indiana University for middle school students: EDUC 200 - Examining Self as a Teacher. ✚ ILCS offers dual credit in Finite Mathematics. ✚ The school offers electives in art, Spanish, finance, dance, and drumline. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> ✚ High level critical thinking (higher levels of Blooms & DOK) was not observed in classroom observations. ✚ Challenging content was observed in only 38% of classrooms. ✚ ILCS-East is currently very understaffed and many high school classes are being taught by substitute teachers. ✚ High school students report that curriculum is very easy and they are concerned about their academic preparation for college. Although, middle school students (and parents of middle school students) report that they were not being challenged at ILCS-East, they also reported being highly engaged in science, math & social studies. ✚ There is no specific curriculum for high school government, physics, psychology and Algebra II beyond working on state standards. Textbooks are available and used as a resource. 	
Indicator	Evaluation
<i>b) Does the school have high expectations to motivate and prepare students for post-secondary academic opportunities?</i>	<u>Yes</u>
Evidence	

Strengths:

- ✚ Indianapolis Lighthouse Charter School East anticipates graduating their first class of seniors in the spring of 2019.
- ✚ Audits of senior transcripts are complete and students who have high school credit deficits are taking credit recovery classes, while those who have not passed ISTEP are receiving concentrated and focused instruction.
- ✚ The school has provided two FAFSA nights and students also work on this in Advisory classes.
- ✚ Every grade has an opportunity for college visits. The Director of College & Career Advising (DCCA) concentrates on 11th and 12th grade and that person does the college preparation monthly.
- ✚ Juniors go on an overnight visit to Kentucky State University. College visits start in middle school.
- ✚ Within the Advisory class, the DCCA provides College Go Days, once a month and students research colleges and take virtual tours of schools.

Areas of Improvement: None Noted

Indicator	Evaluation
c) <i>Does the school have sufficient material resources and personnel guidance available to inform students of post-secondary options?</i>	<u>No</u>

Evidence**Strengths:**

- ✚ ILCS-East provides small group advisory sessions and each student has a tracker to monitor course completion toward graduation. Advisors report that much of the advisory is used to build relationships and connections with students and families.

Areas of Improvement:

- ✚ Advisory classes are critical for students' college preparation and include: progress monitoring, making family connections, advising on academic and non-academic college preparation, and College Go Days. However, the Director of College and Career Readiness Advisor position is in transition. Although, other administrators are attempting to fill the gap, teachers and students report a lack of capacity to assist students with post-secondary options.
- ✚ High school students report that they are concerned about college preparation and that they have received little support in preparing documents or materials for college applications.
- ✚ Although there is a curriculum for advisory, it isn't always used. Advisory classes may be discontinued for 9th & 10th grades due to staffing.
- ✚ Parent and student meetings regarding graduation pathways are to be held in January of the **senior year** to discuss post-secondary options. Site team recommends that these discussions begin much earlier in the students' high school sequence.

Indicator	Evaluation
d) <i>Does the school present opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options?</i>	<u>Yes</u>

Evidence**Strengths:**

- ✚ ILCS provides many athletic extracurricular opportunities including, football, basketball, cross-country, cheerleading, dance and volleyball.

Areas of Improvement:

- ✚ Students and teachers report that although some teachers have started clubs, athletics are the only provided extra-curricular activity. The school plans to add activities, as soon as there are funds for after-school busing.
- ✚ The website is established by the larger Lighthouse entity and therefore includes activities that are supposedly offered at both local schools. However, ILCS-East does not currently offer student council, peer jury, Vex Robotics, among the various activities advertised on their website.

Indicator	Evaluation
e) <i>Does the school meet or exceed Indiana Core 40 graduation standard requirements?</i>	<u>Yes</u>

Evidence

Strengths:

- ✚ School provides courses to meet the Indiana Core 40 graduation standards & students are expected to receive a Core 40 diploma.
- ✚ Students take classes at Ivy Tech & IUPUI. Students are taking Psychology (IUPUI) Communication, entry level business course. Some students go straight to IVY Tech in morning & others take the bus at noon & come back around 2:00. DCCA at ILHE will work with students who need help. Students are allowed when they are not struggling in their high school classes, enrolling at the discretion of the DCCA with appropriate GPA, attendance & Pathway.

Areas of Improvement: None Noted

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?

Overall Judgment:
Standard: <i>Does Indianapolis Lighthouse East use learning standards and assessments to inform and improve instruction?</i>
MEETS STANDARD

Summary and Overall Judgment:

Based on data collected during classroom observations, document reviews, and stakeholder focus groups, the site team determined Indianapolis Lighthouse Charter School East effectively uses a variety of proven and established standardized tests, such as NWEA MAP, LinkIt (standards based interim assessments), ILearn (Indiana standardized assessment) and school created unit tests, to determine the success of students in mastering state standards and core learning objectives. The site team, therefore, adjudged Indianapolis Lighthouse Charter School East as **Meeting Standard 4.4.**

ILCS collects and analyzes a variety of assessment data regularly, including:

- NWEA Measures of Academic Progress [MAP] – a norm referenced assessment given three times a year.
- LinkIt interim assessments - a standards-based interim assessment that students take three times a year.
- Ongoing course assessments and exit tickets aligned with state standards.
- Standardized state assessments.

After each major assessment (LinkIt, ILearn and NWEA) administrators lead teachers to complete data dives that include a triangulation of data including classroom grades to determine student academic needs. Teacher/leader teams disaggregate data and conduct an item analysis for re-teaching and/or revision of curriculum. Documents state that teachers identify students who would benefit from after-school tutoring and design intervention plans for those students, although students reported that there was no after school tutoring taking place at the time of this site visit.

Middle school teachers use NWEA data to differentiate teaching, particularly in mathematics, and reinforce skill development across all courses. Middle school teachers use assessment data and standards mapping as they revise curriculum (ELA and Math are based on Common Core

Standards) to include Indiana Academic Standards. They meet weekly to plan instruction that reinforces critical skills and standards across content areas.

In high school, data is reviewed regularly. Classroom assessments in the form of exit tickets are evaluated daily by the teachers and re-assessed weekly during professional development meetings. School leaders utilize exit ticket data to revise weekly instruction determined by student academic need. Professional development is held weekly and provides ongoing opportunities for teachers and leaders to assess data, develop data walls, and utilize data to inform and improve instruction. The preponderance of evidence here supports a **meets standard**.

Indicator	Evaluation
<i>a) Are the standardized and/or classroom assessments accurate and useful measures of established learning standards/objectives?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> NWEA MAP is a computerized, adaptive assessments that allows teachers to drill down and pinpoint individual student's skill gaps in ELA & mathematics. LinkIt is a standards-based assessment that students take three times a year as their interim assessments. The assessment provides baseline information and student growth at each testing interval. Classroom assessments and student exit tickets are evaluated daily (or as given in the case of classroom assessments) by the teachers and brought to weekly PD meetings for review. Areas of Improvement: None Noted	
Indicator	Evaluation
<i>b) Does the school distribute assessment results to classroom teachers in a timely and useful manner to influence instructional decisions?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Teachers report that they analyze assessment data as soon as results are available, which is frequent and occurs during weekly professional development and/or grade level meetings. Documents state that teachers identify students who would benefit from after-school tutoring and design intervention plans for those students. Teachers are encouraged to use PARK assessments to create exit tickets & familiarize students with standardized assessment format. Middle school teachers use NWEA data to differentiate teaching & reinforce skill development across the courses. In high school, classroom assessments in the form of exit tickets are evaluated daily by the teachers & brought to weekly PD meetings for review. Areas of Improvement: None noted.	
Indicator	Evaluation
<i>c) Does the school select assessments that have sufficient variety to guide instruction for a wide range of student learning abilities?</i>	<u>Yes</u>
Evidence	
Strengths: Assessment Data includes: <ul style="list-style-type: none"> Indianapolis Lighthouse Charter School East uses a variety of proven and established standardized tests, such as NWEA, LinkIt, ILearn -Indiana standardized assessment and school created unit tests, as well as interim assessments, to determine the success of students in mastering state standards and core learning objectives. Middle school teachers reported during focus group interviews that they utilized NWEA assessments to pinpoint student skill deficits and use blended learning in differentiated groups, with individualized instruction to improve student mastery of the state standards and core learning objectives. Indianapolis Lighthouse Charter School East uses a variety of assessments that measure individualized student growth. Areas of Improvement: None Noted	
Indicator	Evaluation

d Does the school use assessments with sufficient frequency to inform instructional decisions effectively?	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> NWEA tests are given three times per year to track student growth and mastery of standards. ILearn is given yearly to grades 7, 8 and state content assessments at grade 10. LinkIt is given three times per year to students in grades 7 and 8. Teacher and leader created assessments are given regularly following the sequence of course work. Khan Academy assessments are utilized regularly to measure mastery of state standards for middle school students. Areas of Improvement: None Noted	
Indicator	Evaluation
e) Does the school use assessment results to guide instruction or make adjustments to curriculum?	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> School leaders described a timely data-driven process using student data to drive and influence instructional decisions at ILCS. Middle school teachers report regular/weekly data meetings at grade level and in content areas to integrate and revise instruction to develop student mastery of Indiana academic standards and learning objectives. High school students are quizzed on daily instruction to assess student mastery and revise curriculum weekly to meet student academic needs. Site team members observed a Data Wall tracking mastery of grade level standards. Areas of Improvement: <ul style="list-style-type: none"> The school is experiencing a teacher shortage at the high school level and the Assistant Principal is in charge of reviewing assessments for the high school guest teachers and substitutes. 	

4.5 Has the school developed adequate human resource systems and deployed its staff effectively?

Overall Judgment:
Standard: <i>Has Indianapolis Lighthouse East developed adequate human resource systems and deployed its staff effectively?</i>
DOES NOT MEET STANDARD

Summary and Overall Judgment:

The Mayor of Indianapolis' Office of Education Innovation (OEI) has established the following criteria that serves as the basis for determining the judgment for this standard.

Rubric:

“The school presents significant concerns in two or more of the following areas: a) hiring processes are not organized to support the success of new staff members; **b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity;** c) **faculty and staff are not certified/trained in areas to which they are assigned;** d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.”

As highlighted above, insufficient evidence in support of two critical indicators (b and c) led the

site team to conclude that Indianapolis Lighthouse Charter School East **does not meet standard.**

As noted in the Lighthouse Academies vision statement from the introduction, “All students will be taught by a highly effective teacher.” The evidence analyzed by the site team did not support that assertion. The binder of evidence provided by the school contained information regarding the licensure status of teachers and administrative staff. This included a list with specific subject-area and grade level staff assignments. A cross-reference of data on the IDOE website provided further evidence related to current licensure status of staff.

The roster provided by the school listed a total of 20 current staff members, whose roles require a professional license due to the nature of the services they provide to students. This figure does not include administrators, but does include: 14 Classroom teachers, five Special Education personnel, (one director and four teachers), and one school counsellor.

The evidence shows that the school has experienced extremely high turnover this year and currently has openings in six critical areas, including five teachers and a vital Director of College and Career Advising (DCCA). The five teaching vacancies represent critical areas such as Biology, World History, US History and Spanish, all at the high school level. This figure amounts to vacancies in 25% of the teaching positions, leaving significant gaps in student learning. With such a high percentage of openings, the site team concluded the school currently does not have sufficient staff to maximize instructional time and capacity.

Furthermore, an analysis of the licensure data revealed that only five (25%) of the staff members were licensed and teaching in the areas in which they are licensed. Two other teachers held valid Indiana teaching permits but their teaching assignments did not match the area in which they were licensed. Moreover, two teachers were teaching on expired emergency permits. Only one of five (20%) of the Special Education personnel was appropriately licensed. The site team concluded the current staffing at the school did not meet the Lighthouse Academies explicit desire of exposing students to highly qualified teachers or the Indiana State mandate that 90% of teachers be licensed (Ind. Code § 20-24-6-5).

Although the site team found evidence that there is an explicit hiring protocol in place, there was some concern that a lack of local control over processes and decisions might be impacting the school. For instance, in spite of the current vacancies, teachers attributed the current staff shortage to a national network-mandated hiring freeze. They believed the school leaders’ hands were tied due to mandates from the network. The regional Vice President, although not calling it a hiring freeze, explained the school was asked to put the brakes on spending due to budgetary concerns.

When asked about professional development opportunities, teachers offered no consistent opinion on the quality and efficiency of the training. Middle school teachers lauded the experiences they were provided when working within their own division. All teachers were much more united in describing the challenges in executing a consistent professional development program due to the high teacher turnover. They described it as a series of starts and

restarts as new teachers come on board. The school has an excellent structure in place with provisions for daily after school professional development, and an extended session on Thursday after students are released early for school but struggled to implement a consistent agenda due to high staff turnover.

The site team also found there is an explicit teacher evaluation plan in place at Indianapolis Lighthouse Charter School East that is executed according to its design. The plan is based on the Charlotte Danielson framework. The school leaders conduct regular walkthroughs using a structured observational protocol. The site team reviewed examples from a few exemplars which document that teachers are provided timely and thorough feedback and helpful information to improve instruction, although teachers complained that such feedback was not as frequent this year.

Overall, there is significant areas of growth in this standard that could be rectified with sufficient attention to the staffing issues faced by the school. The team, therefore, concludes the school **does not meet this standard**, as noted previously.

Indicator	Evaluation
<i>a) Are the school's hiring processes organized and used to support the success of new staff members?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The school leaders described a comprehensive hiring and onboarding process which was coordinated at the national network level. As described, the system is well organized and designed to promote the success of staff members Areas of Improvement: <ul style="list-style-type: none"> Teachers attribute the current levels of low staff morale to the school leaders' hands being tied by officials at the network level. For instance, they reported being told that the reason the current vacancies were not being filled is due to a hiring freeze imposed by the network. The Regional Vice President confirmed there was a temporary hold on hiring which could impact the perception held by teachers. 	
Indicator	Evaluation
<i>b) Does the school deploy sufficient number of staff to maximize instruction?</i>	<u>No</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The school leaders reported and the site team confirmed the middle school is fully staffed. The school is run by co-principals with primary responsibilities for the middle school and high school divisions. Each division also has a separate Dean of Culture who provide social, emotional and behavioral supports. Indianapolis Lighthouse Charter School East also has an assistant principal with a sub title of Director of Teacher Leadership. Areas of Improvement: <ul style="list-style-type: none"> The school is currently experiencing a critical teacher shortage with five vacancies, most of which occurred during the semester. These include areas such as biology, chemistry, Word History, US History and Spanish, all at the high school level. This translates to 25% of the teaching staff positions not currently filled. In order to maximize instructional time and capacity, it is vital that the school fills these positions expeditiously. 	
Indicator	Evaluation
<i>c) Are faculty and staff certified/trained in areas to which they are assigned?</i>	<u>No</u>

Evidence	
Strengths: <ul style="list-style-type: none"> Indianapolis Lighthouse Charter School East employs a number of teachers who qualify for alternative teaching licenses such as Charter only, or transition to teaching permits. Areas of Improvement: <ul style="list-style-type: none"> An analysis of licensure data indicated that only five (25%) were licensed and teaching in the areas in which they are licensed. Two licensed teachers were assigned to assignments that did not match the area in which they were licensed. Two teachers were teaching on expired emergency permits, although they were eligible for renewal. Only one of five (20%) of the Special Education personnel was licensed. 	
Indicator	Evaluation
<i>d) Is professional development related to demonstrated needs for instructional improvement?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Information provided by the school in the binder of evidence describes a structure for regular (daily except Fridays) mini-professional development sessions after school. The documents also describe weekly professional development from 2:20 p.m. (7th period) on Thursdays when students are released early. The staff newsletter lists some of the topics discussed during these PD sessions, including: interventions for students identified as having a GPA of 2.8 or below, looking at student work, completing the MTSS Tracker, inputting interventions and or progress, and data tracker, where the teachers were to review progress on strategic goals. The descriptions, as outlined in the newsletter, match the school's instructional priorities especially related to the scholars have a minimum 2.8 GPA. Areas of Improvement: <ul style="list-style-type: none"> Teachers confirmed the structure but fell short of describing the sessions as professional development. They noted that the inconsistencies and challenges in retaining staff led to a series of starts, stops, and restarts. They stated that most of the PD time is used as teacher independent work time or "more like an information session." Teachers also complained that the school has lots of systems in writing, but questioned "what is the use to having systems when we don't have a consistent staff to implement those systems." Teachers want more input on topics and experience in leading PD. Teachers said whole school PD is often not relevant to their individual or content needs. 	
Indicator	Evaluation
<i>e) Are professional development opportunities determined through analyses of student attainment and improvement?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> School leaders noted they conduct classroom walkthroughs on a daily basis. Data from these observations are used to determine PD. According to the school leaders, PD topics are also derived from the school's academic goals, which are based on an analysis of students' academic data. Areas of Improvement: <ul style="list-style-type: none"> Teachers, especially at the high school level, described the PD as a mere hodge-podge of inter-related topics. They noted there does not seem to be any particular rhyme or reason to the topics selected. 	
Indicator	Evaluation
<i>f) Does the school explicitly and regularly implement its teacher evaluation plan with a clear process and criteria?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The school conducts biannual teacher evaluations using the Charlotte Danielson Framework. Teachers then meet with the administration in a post-observation feedback conference. The school provided the site team with examples of scored rubrics as evidence the teacher plan is implemented. Teachers could explain the teacher evaluation plan according to its design and confirmed it was executed as described by the school leader. 	

- ✚ The school leaders also conduct regular walkthroughs using a structured observational protocol.
- ✚ The site team review examples from a few exemplars which document teachers are provided timely and thorough feedback and helpful information to improve instruction.

Areas of Improvement: None Noted

4.6. *Is the school's mission clearly understood by all stakeholders?*

Overall Judgment:
Standard: <i>Is Indianapolis Lighthouse East's mission clearly understood by all stakeholders?</i>
APPROACHING STANDARD

Summary and Overall Judgment:

A challenge facing Indianapolis Lighthouse Academy East, stems from an alignment between information shared on its website and in documents, and processes executed at the school level. To evaluate the school regarding the degree to which it has a mission that is clearly understood by all stakeholders, the Mayor's office rubric establishes two important indicators as part of the criteria. The first assesses the level of agreement among stakeholders about the school's mission. The second assesses the extent of knowledge and commitment to the intentions of the school's mission. The site team is charged with determining how well the school is performing with regards to these indicators. Having carefully considered the evidence provided by the school and evidence available on its website, coupled with an analysis of information shared with the site team during the stakeholder interviews, the site team concluded the school is **approaching this standard**, based on unsatisfactory evidence in support of indicator (b) *Do stakeholders possess widespread knowledge and commitment to the intentions of the school's mission?*

The mission, as depicted on the school's website, states:

At Lighthouse Academies, we prepare our scholars through rigorous programs that provide them with a foundation that will allow them to succeed in and graduate from college. Our unique arts-infused curriculum, emphasis on social development and integration of diverse cultural opportunities, augments learning and broadens horizons.

The site team interpreted that mission as comprising of two critical elements: preparation for college, and utilizing an arts-infused curriculum. Although it was clear that Indianapolis Lighthouse Charter School East is committed to the college preparation focus of its mission, no evidence could be found in support of a deep understanding or commitment to arts-infusion at the school.

All families receive a copy of the Scholar and Family Handbook which highlights the school's mission. Parents are required to sign it, acknowledging receipt, understanding and buy-in to the school's mission. Generally, constituents could mention "going to college," when queried about the mission. None of the stakeholders, on the other hand could consistently explain what arts-infusion looked like at the school. Teachers offered that "it is not something we do here." The site team again pondered whether the common expectation established by the national network

that the curriculum be arts infused should be applied to this school. In the end the team determined that since that information was communicated to parents and stakeholders via the school's website and in documents delivered to parents in which they are expected to sign, the school should be held accountable for delivering this component. With no consistent evidence of implementation or buy-in to an arts-infused curriculum, the site team concluded the school is approaching this standard.

Indicator	Evaluation
a) <i>Does the school have a mission that is shared by all stakeholders?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The mission, as depicted on the school's website as an explicit mission statement that is prominently displayed in the Family Handbook and on its website. The mission comprises two important elements, a) college preparation (b) through an arts-infused curriculum All families receive a copy of the Scholar and Family Handbook which highlights the schools mission. Parents are required to sign the handbook acknowledging receipt, understanding and buy-in to the school's mission. Areas of Improvement: None Noted	
Indicator	Evaluation
b) <i>Do stakeholders possess widespread knowledge and commitment to the intentions of the school's mission?</i>	<u>No</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Students and teachers mentioned one important aspect of the mission which relates to preparing students for college. Another critical component of the school's mission is the Unique, arts-infusion. Leaders explained students take courses for college credit at Ivy Tech and IUPUI. On paper, the school has many structures to get students into college. The site team saw a communication memo from the school which mentioned that 30 to 35 students from the 10th and 11th grades were touring Ball State University. Areas of Improvement: <ul style="list-style-type: none"> Parents could not mention anything about the mission. They could not get past the high level of staff turnover. Despite being a core aspect of the mission, the site team saw no evidence of an arts infused curriculum during the more than five hours spent observing the classrooms. Many constituents did not understand what arts-infusion means. Teachers stated that arts-infusion is not taking place at the school this year. The team only observed teaching processes that were consistent with the school's mission of preparing students for college in a little over half (54%) of the classrooms. Rigorous content was not consistently observed with the observers recording rigor on only four instances in three different classrooms (23%). 	

4.7. Is the school climate conducive to student and staff success?

Overall Judgment:
Standard: <i>Is Indianapolis Lighthouse East Academy's climate conducive to student and staff success?</i>
APPROACHING STANDARD

Summary and Overall Judgment:

A multiplicity of evidence was reviewed to determine judgment for this particular standard. The team reviewed and paid particular attention to the Scholar and Family handbook, as well as weighed the comments made by the teachers, Deans of Culture, students, parents and school

leaders. In the end, the team concluded Indianapolis Lighthouse Charter School East is **approaching this standard** due to insufficient evidence that supports a determination that the school's restorative justice behavioral management system, as currently implemented, possesses high expectations for student behavior (indicator b). This deficiency led the site team to conclude the school is **approaching this standard**.

The site team saw evidence of a written code of conduct in the Scholar and Family handbook. The document stated in part, "...we employ preventive and restorative practices and logical consequences to avoid more counterproductive practices that limit a student's time in schools. We attempt to avoid out of school suspensions. In response to disciplinary infractions or conflict, the school uses a continuum of strategies that are restorative."

One positive outcome of this approach stems from the extremely low level of out-of-school suspensions issued by the school, especially compared to other charter schools within the region. The site team confirmed that exclusionary discipline methods are seldom employed by the school. The table below provides a historical look at out of school suspensions since the school's opening. Comparatively speaking, the site team has reviewed schools with similar populations nearby, and serving a student body with comparable demographics with rates averaging over 50 percent.

Academic Year	Total Enrollments	Total Students Suspended	Percent of Students Suspended
15-16	216	20	9%
16-17	269	10	3.7%
17-18	382	11	2.9%
18-19	338	3	0.9%

On the other hand, constituents reported this disinclined use of exclusionary discipline has led to a climate of low expectations at the school. Teachers lambasted the policy, claiming it was the sole reason for the low staff morale and high teacher turnover at the school. Most teachers offered that the restorative justice model, although having good intentions, is not executed well at the school and, therefore, led students to conclude there are no consequences for their poor behavior. One group of teachers even noted, "Our restorative justice approach is the number one threat to the culture of our school." Students also scoffed at the discipline approach. One student exclaimed, "This is the first school I have attended where you can be involved in a major fight one day, and back at school the next day." Students added that there is no enforcement of rules at Indianapolis Lighthouse Charter School- East, adding that the "administrators do not put any structure in place and students who are trying to learn feel abandoned."

During classroom observations, the site team was surprised to notice the responses by teachers, or lack thereof, to students' use of foul language on at least three separate instances without

consequence, one instance where it was directed toward another student. Some classrooms lost valuable instructional time due to inefficient transitions, with weak procedures in place to manage time effectively. More than three-fourths of the classrooms observed showed proficiency in maximizing instruction and minimizing transitions while the team found discipline interfered with the learning in 23% of the classrooms.

Although there is a well-developed behavior management plan on paper, as currently executed the site team concluded the discipline approach does not consistently enforce high expectations for student positive behavior (indicator b), henceforth, the school is **approaching standard**.

Indicator	Evaluation
<i>a) Does the school have clearly stated rules that enforce positive behavior?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The site team saw evidence of a written code of conduct in the Scholar and Family handbook. The school's data show very low suspensions rates. On average, the school has suspended fewer than ten percent of its students each year since its opening. On paper, and as explained by the school leadership and the Deans of culture, the school's code of conduct enforces positive behavior. Areas of Improvement: None Noted	
Indicator	Evaluation
<i>b) Does the school's discipline approach possess high expectations for student behavior?</i>	<u>No</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The Handbook outlined a three-tiered behavior intervention system with more adverse and unresponsive behaviors reserved for level three. Level one interventions (Universal Intervention) is described as more proactive and generally designed to build community and promote positive behaviors. Examples cited in the handbook include: "social and emotional curriculum, morning meeting or Circle of Power and Respect, Town Hall meeting, or Advisory." Level two (Targeted Intervention) might include: parent/guardian conference, conflict resolution, peer mediation, restorative circle, or short term behavior progress monitoring. Level three, on the other hand, is the Intensive Individualized Intervention phase that is determined based on student need and designed to increase prosocial behaviors. The site team saw several references in the weekly Newsletters reinforcing high expectations for students to be in uniform. The school provided uniform vouchers for students with a demonstrated need. A weekly Newsletter provided by the school in the binder of evidence referenced daily cultural walks conducted by "Dr. Batts and his culture team with a focus on such areas as entry routines and school compliance for areas such as uniforms, cell phone usage, and earbuds." The site team also reviewed an email communicate sent to teachers informing them that cultural walks would be happening that week based on the learning environment checklist which was given to teachers the previous week. Effective classroom management techniques that focused on high expectations for student behavior and were consistently implemented, were observed in most (77%) of the classrooms. Classroom management strategies observed were primarily positive (71%) and proactive while 29% of classroom management interactions focused on reactive classroom management. Areas of Improvement: <ul style="list-style-type: none"> Despite the written evidence provided by the school, teachers, students and parents unanimously stated that the restorative justice model is not working at the school. Many teachers did not apply it, and some said it is ineffective since it did not hold students to high expectations. Students joke about the lapse discipline policy at the school. Teachers described the restorative model as the biggest threat to the culture of the school. Although much communication was disseminated regarding the uniform policy, the high school saw several students out of uniform both on the day of classroom observations and the site visit. Some classrooms lost valuable instructional time due to inefficient transitions, with weak procedures in 	

place to manage time effectively.	
Indicator	Evaluation
c) <i>Are interactions between faculty and students respectful and supportive? Are faculty and students clear about processes for conflict resolution?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Based on the information provided in the handbook, teachers are expected to make a minimum of three positive phone calls to parents weekly and document them in PowerSchool. Teacher-student and student-to-student interactions were primarily positive with care and respect being documented in 100% and 69% of the classrooms respectively. Areas of Improvement: <ul style="list-style-type: none"> Despite the written policy, teachers said they rarely make positive calls home. They stated that it was not an expectation that was enforced by the school. Teachers noted and students confirmed that students are resistant to develop any strong bonds with teachers since they are not sure which “one is going to resign next.” 	
Indicator	Evaluation
d) <i>Are interactions between faculty and administration professional and constructive?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Teachers appreciate the efforts by the school leaders given the challenges they face in the school. Middle school teachers were particularly praiseworthy of the school leader. Areas of Improvement: <ul style="list-style-type: none"> Teachers said the morale is quite low and they project their frustrations onto the school leaders although they know that much of the things impacting the school are not within their control. 	

4.8. Is ongoing communication with students and parents clear and helpful?

Overall Judgment:
Standard: <i>Is ongoing communication with students and parents at Indianapolis Lighthouse East clear and helpful?</i>
MEETS STANDARD

Summary and Overall Judgment:

Despite discrepancies between the information provided by the school in the evidence binder and supporting documentation, and perception data collected from constituents during the stakeholder interviews, the site team found sufficient evidence to support the judgment that Indiana Lighthouse Charter School East has developed an ongoing system of communication with students and parents that is clear and helpful. Hence, the team concluded the school **meets standard**.

A key strength of the school’s communication, is its commitment to delivering ongoing feedback and information regarding student’s academic progress. The handbook described and most stakeholders confirmed the following: “For all students, Mid-Term Reports will be sent home halfway through each quarter. These reports provide an indication of what the students are doing half way through the term and what they need to improve upon. It also provides a brief statement of what is being studied and what will be covered in the last part of the marking period.” Teachers at Indianapolis Lighthouse Charter School East also schedule up to four parents/guardians, student and teacher conferences to communicate information about the

student's academic progress. Report cards are delivered and reviewed during these conferences. The school also disseminates interim reports on a regular basis. Furthermore, mid-term reports are also sent home to families mid-way through each academic quarter. Students also have an advisory tracker which keeps them apprised of their academic progress.

The school also utilizes a variety of mechanisms to communicate with parents. Teachers reported that they use phone calls, texts, email or Robocalls to reach parents. Although there was not unanimous agreement about how they were held accountable, many teachers said they were required to call parents as much as possible—at least 4 times a week—and make at least one positive phone call or referral per week.

One element of the school's communication that could not be verified, however, relates to the use of home visits. The student handbook asserted that new students may receive a Home Visit prior to school with optional additional visits scheduled throughout the year. The stated purpose is "to help establish clear communication between home and school." However, none of the stakeholders could confirm that this takes place at the school. One explanation made by the school leaders was that that a home visit was made only if a student missed school three days in a row. Despite the discrepant information, the site team did not feel this rose to the level that could earn a judgment less than **meets standard**.

Indicator	Evaluation
<i>a) Does the school have active and ongoing communication with parents?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Teachers reported that they use phone calls, texts, and emails to reach parents. Robocalls are also used to reach parents. Teachers said they were required to call parents as much as possible and that they make at least one positive phone call or referral per week. Some parents said that the principals were easily accessible by cell phone. The student handbook states that new students may receive a Home Visit prior to school with optional additional visits scheduled throughout the year. The stated purpose is "to help establish clear communication between home and school." Areas of Improvement: <ul style="list-style-type: none"> Despite references in the handbook, the site team could not confirm that home visits are implemented in a systematic way at the school. The school leaders explained that a home visit was only required if a student was absent from school for three consecutive days. 	
Indicator	Evaluation
<i>b) Does the school utilize communications that are both timely and relevant to parental concerns?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> The school disseminates interim reports on a regular basis. Students receive weekly progress reports that go home to parents. Mid-term reports are also sent home to families mid-way through each academic quarter. The school's online parent portal also provides the parents access to PowerSchool where they can review real-time information on their student's progress including attendance, grades, etc. Areas of Improvement: None Noted	
Indicator	Evaluation
<i>c) Does the school communicate student academic progress and achievement in reports that are understood by parents?</i>	<u>Yes</u>

Evidence	
Strengths: <ul style="list-style-type: none"> The team found evidence of a plan to deliver frequent information to parents about students' academic progress including: mid-term reports, weekly progress reports, scholar tracker, and report cards. Parents have access to, PowerSchool, the school's online communication portal. Teachers said that weekly progress reports, which report grades, GPA scores, and comments, are sent home on Mondays of each week and must be signed by parents or guardians. Areas of Improvement: None Noted	
Indicator	Evaluation
<i>d) Are the school's communication methods designed to meet the needs of a diverse set of parents?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Although the school does not have and students with limited English proficiency, the site team members saw evidence that the Student and Family Handbook was translated in Spanish. Areas of Improvement: None Noted	

4.9 Do the school's special education files demonstrate that it is in legal compliance and that it is moving toward best practice?

Overall Judgment:
Standard: <i>Does Indianapolis Lighthouse East 's special education files demonstrate that it is in legal compliance and that it is moving toward best practice?</i>
<i>DOES NOT MEET STANDARD</i>

Summary and Overall Judgment:

The site team adjudged that Lighthouse Charter School East Does Not Meet Standard 4.9 due to discrepancies in indicators *(a) Do services outlined within Individualized Plans (IEPs) adequately match the exceptional needs of the student, (b) Do each of the needs identified within the IEPs have a corresponding goal and plan for assessment, and (d) does explicit evidence exist to demonstrate that goals have evolved each year as the student develops.*

A comprehensive review of 34% (26/75) of the special education files at Lighthouse Charter School East was conducted. This review provides critical information regarding trends in the documentation and delivery of special education services at the school along with the educational benefit for each student offered services in the Individual Education Plan (IEP). The delivery of special education services is a highly sensitive aspect of a school and one that can be highly litigious and costly to a school. It is important to keep in mind in the area of special education that “policies and procedures are our friends as they protect us in what we do best.”

Lighthouse Charter East employs three special education teachers and three paraprofessionals for 75 students with disabilities. This allows for caseloads to be reasonable and doable.

From the file review, the following was evidenced:

- 42% of the files had the Educational Evaluations present.

- ✚53% had the Notice of Case Conference present.
- ✚100% of the Case Conference Summary Reports were evidenced.
- ✚73% of the IEP goals were measurable.
- ✚0% of the Progress Reports were evidenced.
- ✚81% of the students had an LRE 50 where 80% or more of the student's time is spent in general education classrooms.
- ✚6% of the students had an LRE 51 where 40% to 79% of the student's time is spent in general education classrooms.
- ✚8% of the students had an LRE 52 where less than 40% of their time is spent in general education classrooms.

With regard to deficiencies in indicator a, the special education file review found that less than (42%) half of the students with disabilities records had an educational evaluation present. The educational evaluation is a legal requirement and provides needed information to the case conference committee in determining eligibility for special education services including the needs of the students. It is from these identified needs of the student that individualized goals are generated. In addition, it is the resulting goals that determine the supports and services and the Least Restrictive Environment (LRE) placement. Without the legal documentation of the evaluation, the site team concluded the case conference committee was deficient in the identification of needs and then matching services for an offer of FAPE (Free and Appropriate Public Education), a critical federal requirement.

Moreover, the team also identified some critical issues related to indicator b. In particular, the site team questions if all or the appropriate needs were identified due to the low percentage of educational evaluations evidenced. Without this legal document the case conference committee is lacking critical information to make informed decisions and an offer of FAPE (Free and Appropriate Public Education) once again, and the site could not determine that each of the needs identified within the IEPs have a corresponding goal and plan for assessment.

Finally, as it relates to the existence of explicit goals that have evolved each year, the site team found in the review of records that none of the files had Progress Reports. Students with disabilities are required to have progress reports on their IEP goals at the same frequency and timing that their nondisabled peers receive report cards. This was not evidenced and the school's constituents were unaware of the requirement of completing progress reports. In the absence of this, the site team could not determine any student growth. These three critical deficiencies inform the judgment the school **does not meet standard**.

Indicator	Evaluation
a) <i>Do services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student?</i>	<u>No</u>
Evidence	
Strengths: <ul style="list-style-type: none"> ✚ Indianapolis Lighthouse Charter School East employs an Inclusive Model with push in and pull out services. ✚ Most of the students with disabilities (81%) had a Federal Placement Code/LRE 50 where 80% or more of the student's day in spent in general education classes. 6% of the students with disabilities at 	

<p>Lighthouse Charter East had a Federal Placement Code/LRE 51 where 40% to 79% of the student's day is spent in general education classes and 8% of the students with disabilities have a Federal Placement Code/LRE 52 where less than 40% of the student's day is spent in general education classrooms. Access to the core curriculum is a significant predictor of success and achievement.</p> <ul style="list-style-type: none"> The present levels of educational performance component of the individual education plan (IEP) reported multiple sources of assessment data. 42% of the educational evaluations were evidenced in the student files reviewed. The evaluation is a legal requirement and provides the needed information to the case conference committee in determining eligibility for special education. The educational evaluation also identifies the needs which serves as guidance to the case conference committee in creating goals. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> Indianapolis Lighthouse Charter School East must make a concerted effort to obtain all educational evaluations for the students that they serve. The evaluation is a legal requirement and provides the needed information to the case conference in determining eligibility for special education. This evaluation also identifies needs which serves as guidance to the case conference committee in creating goals. 	
Indicator	Evaluation
<i>b Do each of the needs identified within the IEPs have a corresponding goal and plan for assessment?</i>	<u>No</u>
Evidence	
<p>Strengths:</p> <ul style="list-style-type: none"> Indianapolis Lighthouse Charter School East utilizes the Indiana IEP electronic program which ensures that the case conference process is followed. Present levels of educational performance are reported along with strengths and needs. From the needs, goals are created which then determine services. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> With only 42% of the educational evaluations evidenced of the files reviewed, the site team questions if all of the needs were identified and thus have a corresponding goal. The educational evaluation is a legal requirement that determines eligibility for special education services along with identifying the needs of the student in order to determine measurable goals. Lighthouse Charter East must make a concerted effort to secure all of the evaluations for the students with disabilities enrolled in their school. 	
Indicator	Evaluation
<i>c) Are the goals outlined in IEPs rigorous and based on state and national learning standards?</i>	<u>Yes</u>
Evidence	
<p>Strengths:</p> <ul style="list-style-type: none"> Indianapolis Lighthouse Charter School East utilizes the Indiana IEP which ensures that the case conference process is followed and implemented. The required components of the IEP are within the IN IEP. The IN IEP requires that the goals reference state and national learning standards. 81% of the students with disabilities spend 80% or more of their day in general education classes which gives them an avenue to the core curriculum and state learning standards. 73% of the files reviewed had evidence of measurable goals. <p>Areas of Improvement: None Noted</p>	
Indicator	Evaluation
<i>d) Does explicit evidence exist to demonstrate that goals have evolved each year as the student develops?</i>	<u>No</u>
Evidence	
<p>Strengths:</p> <ul style="list-style-type: none"> All (100%) of the case conference summary reports were evidenced in the special education files reviewed. A significant number of the files reviewed (73%) had goals that were measurable. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> None of the files reviewed had Goal Progress Reports. It is a mandate that students with disabilities also receive progress reports on their IEP goals at the same time and frequency that their nondisabled peers are issued grade cards. Therefore, the site team could not determine whether goals had evolved or progress had been made. The special education department needs to complete all the progress reports for this school year to include those due in October 2018 and moving forward. 	

Indicator	Evaluation
e) <i>Is a specifically designed curriculum outlined in each IEP?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> Indianapolis Lighthouse Charter School East utilizes the Indiana IEP which ensures that the case conference process is followed and implemented. As part of the case conference process the present levels of educational performance along with strengths and needs are discussed and noted. Needs then determine the goals. Once the goals are written, each student's LRE (least restrictive environment) is measured based on the frequency and location of the services. 81% of the student files reviewed documented a Federal Placement Code/LRE 50 where 80% or more of the student's time is spent in general education classrooms. An LRE 50 supports that students with disabilities have access to the core curriculum. It is also a strong predictor for achievement. 6% of the student files reviewed documented a Federal Placement Code/LRE 51 where 40% to 79% of the student's time is spent in general education classrooms. Areas of Improvement: None Noted	

4.10. Is the school fulfilling its legal obligation related to access and services to students with limited English proficiency?

Overall Judgment:
Standard: <i>Does Indianapolis Lighthouse East 's special education files demonstrate that it is in legal compliance and that it is moving toward best practice?</i>
MEETS STANDARD

Summary and Overall Judgment:

At the time of the site review, the leadership team at Lighthouse Charter East reported that the school did not have any English Language Learners.

The school reported that they utilize the DOE Guidelines for English Language Learners along with the DOE's templates and forms. In November, a few weeks prior to the site visit, the DOE had conducted a review of the school and deemed Lighthouse Charter East compliant regarding English Language Learner procedures. Deferring to the findings by the DOE, the site team, therefore, adjudged Lighthouse Charter East as **Meets Standard for 4.10**.

Indicator	Evaluation
b) <i>Do appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services?</i>	<u>Yes</u>
Evidence	
Strengths: <ul style="list-style-type: none"> At the time of the site team visit the Lighthouse Charter East reported that they did not have any English Language Learners. The school utilizes the DOE Guidelines for English Language Learners along with the templates and forms. In November, 2018, the DOE sent an individual to review practices for English Language Learners. Lighthouse Charter East team reported they were compliant. Areas of Improvement: None Noted	
Indicator	Evaluation
b) <i>Are relationships with students, parents, and external providers well-managed and comply with law and regulation?</i>	<u>Yes</u>
Evidence	

Strengths:

Data for this indicator could not be collected since the school does not currently serve students deemed as English Language Learners.

Areas of Improvement: None Noted